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NEWSLETTER

November, 1986.

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from the editor . . .

Sexual Harassment

In the last few months, there has been a furor over teachers sexually abusing students in the public schools. We should commiserate with the BCTF for their difficult position of quite legitimately defending members charged with sexual abuse even though some members turn out to be guilty. And with the many charges flying about, I often wondered if it was possible for a teacher charged with sexual abuse to be found innocent.

We may have sighed with relief that the FSA did not have this sensitive problem. After all, our students are adults. How could college employees abuse students?

Then I read an article on sexual harassment of post-secondary students. It argues that making virtually any sexual advances to a student is a form of sexual harassment. And I certainly know some instructors very well who have had what they thought to be non-coercive sexual relations with students. Excerpts from the article are printed in this Newsletter.

I went looking for FVC's policy on sexual harassment of students, and found nothing.

Now, such a policy is before the CAC. Students and employees need a policy for protection. We also need a policy so that we know what the rules are when dealing with students or supervising other employees.

But it is a very difficult policy to formulate well. A major issue is the role of coercion in sexual harassment, as explained in the article below: is coercion necessary for sexual harassment to occur?

There is a hard case that oddly mirrors another Board policy concern with employment of relatives and spouses. The proposed policy notes that a legal definition of sexual harassment is "unwelcome and unsolicited sexual attention which° interferes with, limits, or undermines one's performance as a student or employee.

The article below argues that any sexual attention by an instructor to a student meets this definition. The argument is understandable where an instructor makes initial sexual advances towards his or her current student. But what if an student already has sexual relations with the instructor before becoming his or her student? What if the student is the instructor's spouse? Is that a relationship of sexual harassment?

Even without hard cases, this is a very important issue for our work at the College. The Newsletter welcomes comments.

Staff Strike Fund Payments

I must admit to being less than sympathetic with the request of some staff that the Union pay all of their C-IEA strike fund dues out of general revenue.

The result is that as individual employees, staff pay nothing towards C-IEA despite the benefits received from our membership in C-IEA. And since faculty pay more into general revenue because of the FSA dues structure, faculty would thus pay more than half of staff's strike fund contribution.

Staff receives more benefits from C-IEA than the strike fund. We receive a constant and enormously useful flow of information and advice about negotiations and handling of grievances, to mention only two major areas, which is of great benefit to staff, too.

For many years, only faculty paid to support C-IEA despite the fact that staff benefited from our membership. It appears that some staff think it is right to return to that golden era.

It should be interesting to hear the arguments on this one.

The President's Report

This report is a little disjointed and awkward, since I had just completed my first report when I heard the news that the Capilano strike was settled. This meant that I had to rewrite the report since much of the information and the request for some extra financial help for the Capilano faculty could now be omitted.

A. Local Concerns

1. The FSA has made a written submission to the College Board suggesting the Union, the Senior Management, and the Board attempt to solve our problems without resorting to or adopting adversarial positions. I have included this proposal for cooperation in this newsletter as previously promised.

2. Before the election, and to draw to the public's attention some of our educational concerns, I wrote a letter to each of the editors of the local newspapers. The letter attempted to make the public aware of the attack the educational system is sustaining in this province, and to request the voters to make education the pivotal issue in the election campaign. It, obviously, didn't work, however I have attached the letter to this report for your edification.

3. Right now one of the Union's main concerns is the regularizing of some of the sessional faculty at Fraser Valley College. If the membership has any suggestions or complaints regarding our efforts on this issue, please contact me or Bob Smith. Our concerns stem from the following:

1. Sessional faculty may not have the requisite commitment to the College, the students, and the community.

2. Sessional faculty are not provided with adequate facilities, preparation time, professional development, etc.

3. If a dispute between the College and the sessional faculty arises, the sessional faculty do not have the protection of the Unions.

4. The low salaries paid to our part-time employees often means that the most qualified applicant can not be hired.

5. The Union loses revenue when these sessionals do not belong to the Union.

The President's Report

B. Support for Capilano Faculty

1. The Capilano strike is now over. I can't inform the membership of the terms of the settlement, since I am not in possession of this information; however the next CIEA newsletter will contain this information.

2. To help the Capilano faculty the FSA Executive has authorized an advance payment of some of our regular CIEA dues, the money to be paid from our savings. The money should not be considered a loan or a gift, it is just an advance of the money we are required to pay CIEA within the next few months.

3. At the last President's Council, Nov. 8/9, a motion was presented and passed requiring the member unions to immediately send the next five months strike fund levy to CIEA. This will see Capilano through two full weeks of its strike. Since this motion was in line with what the FSA Executive had already agreed to send; I supported the resolution. The FSA contribution will be as follows:

83 FTE staff members x \$5.25 /member x 5 months = \$2178.75

122 FTE faculty members x \$4.64 /member x 5 months = \$2830.40

Total Contribution = \$5009.15

The above payment was made before the strike was settled; however we will not be personally asked to contribute anything extra, since the money that was sent to CIEA was just an advance payment of our strike fund levy. What needs to be discussed at the extraordinary general meeting is whether the staff portion is to be taken from our savings or from the cheques of the staff members.

THE EXTRAORDINARY GENERAL MEETING

Date: Nov. 26, 1986

Place: Abby Campus Theatre

Time : 5:15 p.m. Sharp

The President's Report

First Reason for Holding the General Meeting:

A motion will be made that requests the FSA to pay, from our savings, the staff's strike fund levy. Since the faculty levy and some of its dues are being paid from savings, the staff feel it is only fair to pay its levy from our savings as well.

Background

You will remember that at the last general meeting the staff voted to take part in the CIEA strike fund. A strike fund levy of \$5.25 a month per staff FTE was the assessment decided by CIEA. Although the faculty's strike fund levy is \$4.64 /month, (lower than staff's) Kevin Busswood has assured me that the staff receive many special benefits from CIEA which more than compensate for the \$0.64 difference. At the same meeting a motion was passed that said that the extra CIEA faculty dues (\$18.25 a month) were to be paid from the FSA savings. Faculty is now paying \$29.00 /month to CIEA, \$10.75 deducted from our present cheques and \$18.25 which comes from our Union's savings. The faculty strike fund levy of \$4.64 is to be taken from the \$18.25. Our staff members strike fund levy of \$5.25 is deducted from their pay.

Some staff have complained that if faculty is having its strike fund paid from the Union's savings, so should the staff. A motion was made at the last Executive meeting (Nov. 5) to do this; however the Executive is not empowered to change a policy passed at a general meeting. Hence another general meeting has been scheduled to permit the staff to make its case before the general membership.

A motion will be made to use a portion of our savings to pay the staff strike fund levy. This can be calculated by using \$5.25 a month for 8 months for each of our 82 FTE staff employees, and will total \$3444 to be remitted from savings.

If the staff strike fund levy is to be paid from our savings, the total to be deducted, by the end of the fiscal year, from our savings, regardless of our support for the Capilano strike, will be

$$\$3444 \text{ (staff)} + \$17,958 \text{ (faculty)} = \$21,402.$$

The membership will be asked to decide whether the extra \$3444 should be taken from savings.

Second Reason of the Extraordinary General Meeting

The Union was going to ask for an extra levy to support the Capilano strike, but the strike is now over so there is no second reason.

The President's Report

A Rough Explanation of the FSA's Present Financial Position

This information is presented for information only, and to let the membership more realistically decide whether the staff strike fund levy should be paid from savings. The Union has about \$92,000 in our bank accounts, with outstanding commitments of about \$48,000; \$30,000 for the purchasing of release time for some of the Union's table officers, and the commitment to CIEA of \$17,812 which is determined by

122 FTE Faculty x \$18.25 /month·member x 8 months = \$17,812.

It seems to me that we must keep a reserve of at least \$50,000 dollars to fight any possible grievances or arbitrations. Therefore, the total amount of money already committed from our savings is \$48,000, and this would be increased by about \$3400 dollars to \$51,400, if the staff portion of the strike fund levy is to be taken from savings. Considering the Union dues that are yet to be paid will add at least \$30,000 to our accounts, and then subtracting support costs of about \$10,000 (travel, legal fees, etc.) we should have a balance of about \$60,000 at the end of the year.

Union Dues

For your information let me take give a sample of what our present Union dues are:

1. Faculty members with a salary of about \$40,000 will pay 1.0% of their salary to the FSA. A 40,000 salary means \$400 Union FSA dues a year, and the extra CIEA payment of \$348.00 per year (\$29.00 /month) makes a grand total of \$748.00. This means that faculty dues are now about 1.9% of your total salary, more if you are at the lower end of the grid.

2. A staff member earning \$18,000 annual salary will pay 1.0% or \$180 a year plus the \$63.00 per year (\$5.25/month) to the CIEA strike fund, for a total of \$243 a year in Union fees. I estimate that staff dues, in this case, are about 1.35% of the total salary. It is this rationale that guided the formation of the policy permitting the faculty CIEA dues to be taken from savings, while letting the staff members dues be paid directly from their salaries. What we must decide, is this fair and reasonable to all.

George McGuire
FSA President

A Reminder of

THE EXTRAORDINARY GENERAL MEETING

Date: Nov. 26, 1986

Place: Abby Campus Theatre

Time : 5:15 p.m. Sharp

FSA'S PROPOSAL for COOPERATION

Page 1

Purpose of the Proposal

- a. An informal submission directed to the Fraser Valley College's Board Chairman, Mr. B. Harris, to explore the feasibility of eliminating the adversarial roles that are sometimes adopted by the Union and the Board during our discussions.
- b. To initiate an era of cooperation among the Union, the Senior Management, and the Board.
- c. To investigate the scope and the areas of mutual concern most applicable to such an agreement. Could the negotiation of the Collective Agreement be done in such a manner?
- d. To specifically check if the Board Chairman agrees that such a proposal has merit, and if so will take it to the Board for further review and discussion.

RATIONALE

Are there difficulties that the parties could attempt to solve on a more amicable basis? Can we, by adopting such a principle, make the College a more efficient, satisfying, and secure work place for all concerned?

THE UNION'S and THE BOARD'S RESPONSIBILITIES

The Union assures the Board that it does not wish to impose its will, to govern, or to intrude on the Board's responsibilities unless it is specifically requested by the Board to do so. This document provides suggestions only, and is made in an attempt to offer the Union's assistance in solving some mutually agreed upon problems. The Union and the Board should recognize our many common goals, and see what we can jointly do to achieve them.

CONTENTS

On the following pages the Union has outlined some areas and/or goals that might be mutually agreeable to all the parties, and therefore could be used to initiate the discussions. The items are placed before the Board on the most tentative basis, and are to be used only to seek some possible areas of cooperation. They are presented in a spirit of good will and with feelings of solidarity with the Board.

AREAS FOR POSSIBLE UNION-MANAGEMENT-BOARD COOPERATION

1. FACILITIES and SUPPLIES

a. Is there something the parties can jointly do to improve the facilities at the College? What are the possibilities of building a gymnasium, smoking facilities, and extra classrooms. What can be done about to improve the LRC (the number of books, films, reference material, more library help, etc.)?

b. What can we do about the lack of funds; the funds required to replace and modernize obsolete equipment, to purchase supplies, and to buy new equipment? If something is not done it may mean that certain programs will have to be curtailed and others may have to be dropped.

c. Could we agree to explore other and maybe more efficient ways of using our College's facilities? For example, staggered semesters, year round classes, etc.

2. GROWTH of the COLLEGE

a. Can the parties agree on the need for extra funding required to provide for our College's future growth? If it is true that the Matsqui-Abbotsford area is going to double its population by the year 2000, then the College must increase its funding to provide the new facilities, the staff, and the instructors required to maintain its present level of service to the community. The Union, the Management, and Board could do much to ensure that the Government and the local community is cognizant of the burden that this population growth is placing on our College. Should the ramifications of a policy which does not provide funds for such a growth be publicized? Without some increased funding, many of our local students will not be able to attend this College, or enroll in their desired program.

b. Is there an increased need to develop and offer programs which reflect the special needs of our community?

c. Do the increased numbers of students coming from outside the College's boundaries (Langley) make it difficult for our local students to get their desired classes and programs? Do these enrollment turnaways force some of our prospective students to seek their education at other institutions?

3. STUDENT CONCERNS

- a. To limit unreasonable tuition increases, could we make the student's tuition a set percentage of the total College budget?
- b. What can we jointly do to increase student participation in the formation of College policy and in the governance of the College?
- c. See 2.c

4. SALARIES

- a. Could the Union and the Board agree to strive to reach the provincial mean for FVC salaries? Are there methods which will permit the achievement of this goal without confrontation, or without having the sides assume adversarial positions?
- b. Does the Board feel that there is a need to increase the salaries of the part-time and the sessional employees so that we can attract and hire the best qualified applicants? The Union feels that the low salaries offered to the part-time and to the sessional employees at FVC have caused many of the best applicants to refuse offers of employment at our College.
- c. Could the Collective Agreement be negotiated in a non-adversarial way?

5. LOBBYING and SOLICITING of FUNDS

- a. Is there a need to conduct joint Union-College public forums about the growth, the direction, and purpose of the College?
- b. Would the soliciting of funds be made easier if the Union and the Board jointly worked to achieve the objective?
- c. Should the Union and the Board be doing some of the following things: lobbying the Govt. to allow the Board more control over the College's long-range plans; asking the Provincial Govt. to recognize the importance of the Board when making decisions about the educational direction the College is to take; the lobbying of the Govt. to ensure the Board has more of a say in the allocation of the funds to, and within the College; and finding some method for ensuring the public has some regular method of informing the College of its wishes regarding the College.

FSA'S PROPOSAL for COOPERATION

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CONCLUSION

The Union realizes that it has some self-interest in placing these suggestions before the Board, but it does so to elicit some response from the Board. I would also like to remind the Board that there may be some opposition from within the Union about the usefulness, the need, and the efficacy of such a policy. Although the Executive is aware of and supports this initiative, not everyone is convinced it will be successful.

When the Board replies, the Union will listen, will consider, and will respect its wishes; and if the reply to this proposal is in the affirmative, the Union would welcome suggestions on how such a process might get underway. The Board might also wish to communicate with the Union about its suggestions for the discussions. I would like to remind the Board that the Union membership must participate, in some manner, in these proceedings, and ultimately will have to vote on any decisions made by the joint committees working on any of the above proposals.

Thank you for your consideration and for taking the time to read this lengthy proposal. I personally take complete responsibility for the phraseology of this proposal, and remind the Board that all the ambiguous wordings are mine.

George McGuire

FSA president

October 13/86

To the Editor:

It is my contention that the educational system, at all levels, is under attack in this province. This attack is even more insidious because it has been conducted and waged by my own provincial government. This attack directed against the young is so serious that if it had been attempted by a foreign power, it would create such an outrage within our society that we might go to war over it.

If we in the West wish to withstand the onslaught of other political systems, if we wish to increase our standard of living, if we wish to survive as a nation, if we wish to develop our resources, if we wish to create new jobs, then we must provide the young people who will have to perform these tasks the education necessary to accomplish them.

An investment in our young people is the best resource investment we have, and goes a long way of ensuring that our society remains free, energetic, and vigilant. To do less demeans all of us who have been provided these services by our past governments, and to whom we owe a collective debt of gratitude. We are now reneging on this debt by not fulfilling our responsibility to the present generation of young people. If this social obligation owed by all of us is not repaid, then how will this generation of youth respond when they are asked to accept the same burden. I fear the answer; I fear the future.

As the President of the Fraser Valley College Faculty and Staff Association, I would like to urge the voters in the upcoming election to make education the pivotal issue which will decide for whom and for what party they vote.

I believe that a society can and should be judged by the way it treats and cares for its disadvantaged citizens especially the handicapped, the sick, and the young. If this criterion is applied to the past provincial government, it should collectively hang its head in shame for the way it has treated the young people of this province. The sadness I feel is heightened when I contemplate the comparative treatment the students in the other provinces are receiving, a treatment ensuring that the best jobs in B.C. will be given to people educated outside our province.

In the upcoming election, I urge the parents to consider your children and their future when you cast your vote; I urge all citizens to vote for candidates that pledge increased support for education; I urge the Social Credit Party, if they regain power to reconsider their educational policy; and I urge the New Democratic Party, if they gain power to carry out their educational platform.

George McGuire

FSA President
Fraser Valley College

VICE-PRESIDENT'S REPORT FROM THE CAC...

Principal's Report

Barry Moore reported that the Board will be considering the following matters at their next meeting:

- * 5 YEAR PLAN UP-DATE
- * EXCELLENCE FUND SUBMISSIONS

Post-Expo dollars to fund eight FTEs were received; a couple of sections will be added next semester with this money.

Construction on the new facility is on time and the opening is scheduled for January 1.

The Board will be having its regular meeting with the MLAs of the College region to discuss local concerns.

Smoke-Free Environment

A sub-committee was established to collect information and to make a recommendation to CAC. Members are myself, Barry Bompas (Chair of the Occupational Health and Safety Committee) and a student yet to be named.

BCIT has recently established a Smoking Policy and Bev Adler, a member of the BCIT Smoking Policy Committee, has been extremely helpful in providing us with information on their experience and also with material that her Committee has collected from other institutions. If you wish to see any of this material, it is available in my office.

We will be using a modified version of the BCIT survey form to collect opinion from employees and students. Watch for the survey and please respond if you care about this issue one way or another.

Admissions Requirements

Approved on second reading. For details please refer to earlier issues of the Newsletter.

International Education

Amended to emphasize minimal involvement; approved on second reading.

Employment of Relatives

First reading on this Policy was postponed to allow further input from constituents. Your FSA reps. are continuing efforts to narrow the focus to SACs, grievance and evaluation. Management's position is that the College needs broader policy than one that covers these three issues.

If the current Policy proposal is passed, there may be serious consequences for bumping, recall, and employee applicant rights. The College is offering exemption from the Policy for those who are FSA members at the time of enactment, but this exemption is only in reference to the positions that they occupy at the time. Exemption will not cover those who might be bumping or being recalled into new positions or those applying for another position.

CAC/PAC Communication

The CAC, PAC and Admissions and Standards Chairs met to come up with a recommendation for a reporting structure for PAC. CAC accepted their recommendation which would have PAC reporting through CAC, with CAC routinely passing PAC recommendations on to the Board without further deliberation.

Draft Policy on Sexual Harassment

This is a new policy proposed by the Board to provide recourse to employees or students subjected to sexual harassment within the College.

First reading was postponed to provide an opportunity for input from constituents.

The C-IEA Office will be sending me material on this subject. Please contact me if you would like to look at the policy proposal or the C-IEA information.

Next CAC Meeting

The next CAC meeting will be on November 19. If you have any comments or concerns about any of the issues under discussion, please contact me before the 19th.

Judy Inouye

FROM THE CONTRACT CHAIR...

We should be congratulating ourselves for not being in Capilano's situation at the moment. Their battle to preserve a manageable workload has been our battle as well. To be fair, though, we must also congratulate our own Board, administration and Board negotiators, who were not willing to push us to a picket line or out a locked door over workload. Somehow, they must have understood that there is a point beyond which one's job simply isn't worth a plug nickel - and that is the point at which an instructor can no longer take any pride in his work because he can no longer perform it adequately. Capilano semester-based faculty agreed to teach nine courses for a year pending the results of a study of the effects upon faculty and students. The study - a joint Board/faculty study - revealed predictable findings: fewer written assignments and less individual help for students; lower faculty morale and a 25% increase in the absentee rate. The erosion was evident. But despite these findings, the Board still insisted on nine courses for everyone. Finally, this last week-end, a compromise was reached. In the long run, it is the students who will win this battle when faculty are able to withstand the pressure to turn their education into a production line.

The time for re-opening negotiations over wages is drawing near. The FSA has requested a less contentious negotiation style this year, and the administrative response has been positive. At the last executive meeting, Dr. Moore invited us to consider other models of negotiating, and suggested that the two teams work together to learn whatever method is selected - an offer we will certainly not refuse. I invite you to let me know if you are interested in participating this year. Since the only issue on the table will be money, the process should be far less protracted than in the previous session. Already two staff members have expressed interest - for which I am both grateful and delighted. And one faculty and one staff member from last year have agreed to lend their services and invaluable experience. The task is exhausting and frustrating, but absolutely necessary. It requires the ability to see beyond your own interests to try to work as fairly as possible for all members. The most positive part of negotiating is the co-operation of both faculty and staff, who last year continually provided help and information. Please let me know right away so that we can begin planning together.

This year negotiators will have increased assistance from CIEA. They have on staff not only Tom Beardsley, who was a grand asset last year, but also David Reynolds. When CIEA advertised, they were searching for someone with labour experience. But the unexpected bonus in David Reynolds is his experience as a lawyer. In Nova Scotia, he represented the Nurses' Union, the Government

Contract Chair's Report (Contd.)

Employees' Union, the Public Alliance of Canada, and the Nova Scotia Association of Psychologists. David Reynolds was not hired as a lawyer (his position is Staff Representative), but his knowledge of contracts and his legal background should certainly prove valuable as we work on contract improvements. At the next SWCC (Salary and Working Conditions Committee) meeting this month, David Reynolds will meet with the Contract Chairs from the various colleges to inform us of how we can best use his services.

In the process of establishing a draft workload formula, IWAC is in need of further information on one component of workload: time spent grading students' work. When you receive this form, please do not treat it as yet another useless paper cluttering up your life. If we are ever to be able to agree on a workload formula we can all live with, then the bits of information on which it is based must be accurate and complete.

Virginia Cooke

JPDC REPORT...

A volunteer is needed to serve on the CIEA PD Committee, preferably for a two year term. Anyone interested please contact me.

The deadline for Educational Leave Applications is passing us by. Applications are also accepted in the winter.

For answers to questions on Educational Leave, or any other PD matter, see the PD handbook. If you have misplaced your copy, the switchboard or faculty receptionist should have copies.

David Gibson

FROM THE GRIEVANCE CHAIR...

The Joint Committee on Contract Services has tentatively decided that there are no contradictions between the Collective Agreement and the terms and conditions of FVC personnel's work in Corrections. Numerous administrative adjustments have been required, but the Collective Agreement has proven to be entirely applicable to quite different off-site operations.

There are however other "soft-money" programs operating on and off site which may have to be sorted out from a labour-management standpoint. While these programs, e.g. Canada Job Strategy, may not come under the terms of reference of the Joint Committee on Contract Services, the Association is fully entitled to assess their impact in terms of the Collective Agreement.

Last time I reported on the Association's disagreement with the part-time (sessional) faculty situation. The abuse of Article 13.1(a) is flagrant. Something like \$300,000 is steered in part-time faculty budget piles; every fourth faculty person at FVC is a part-timer. Departments have argued long and insistently for the creation of regular positions, not only to extend to more faculty the rights and benefits the rest of us enjoy as regular members but to improve the coherence, collegiality, quality and productivity of departmental work. Imagine the Business Office operating with a couple of regulars and a dozen part-timers and you have a fair picture of the situation in some instructional areas.

The Association is requesting modest and reasonable remedies that provide long lead time for the employer to meet its obligations under the Article. Its objection is grounded solely in the effect regularizations would have on enrollment production upon which much of our funding is calculated. The Association is prepared to accept this "body count" maximization argument as a factor, but not the sole factor in arriving at a resolution of the violations of the Article. We are also willing to develop a list of reasons justifying the hiring of sessionals to spell out the article and thus prevent further disputes. To date, four informal meetings have been convened to study our proposals. I have communicated with coordinators and invited their reactions; discussions with some have been extensive. The President also raised the matter at the board level, occasioning an interesting range of on-the-record and off-the-record reactions.

Some improvements in the part-time staff situation have been made. Here, I require information from you, but I will also be seeking access to the college's records. Complete disclosure is required for the co-management of the Collective Agreement.

Members and non-members ask me to look into numerous issues. The volume of inquiries is going UP. I'm happy to pursue them, but the limits have been reached despite the assistance of shop stewards. And numerous members routinely work with me. However, to expedite matters, I have asked the President to request the Management Group to invite an officer of the FSA to its meetings in order to propose solutions, ensure disclosure of information and generally to convey the Association's viewpoint about issues of common interest. George McGuire fully expects Dr. Moore to agree in as much as the FSA executive routinely provides time at the outset of its meetings for Dr. Moore to present his views, even though big Barry has a habit of showing up without peace offerings (we insist on danish).

Bob Smith

SHOP STEWARDS

ARTS & APPLIED ARTS	WENDY BURTON
SCIENCE & APPLIED SCIENCE	ROB WOODSIDE
DEVELOPMENTAL STUDIES (& MISSION)	PERLA WERK
LRC & DIVISION OF INSTRUCTION STAFF	JENNY WALTERS
STUDENT SERVICES	MARK HOFFMANN
BUSINESS OFFICE & FACILITIES (WEST)	CRAIG PONTIAC
FACILTIES (& BOOKSTORE) (EAST)	COLIN BULL
VOCATIONAL	-
CONTINUING EDUCATION	-

NEW R.R.S.P. RULES

Plus One Other Thing

If you can remember way back to May of 1985, the Federal Government Budget announced changes to Registered Retirement Savings Plans. Since that date, Brian Mulroney and his friends have done their best to try and really confuse the public. In this article I will do my best to simplify the new rules surrounding RRSP limits for 1986, 1987 and 1988.

On November 21, 1985, the Minister of Finance announced two changes to the rules governing RRSPs. First, the general limit of \$5,500. which applied to employees who are not members of the Municipal or College Pension Plan would be increased to \$7,500. The limit of 20% of earnings would continue to apply for 1986 (meaning, if your earnings for RRSP purposes is \$30,000. in 1986, your limit is \$6,000.).

Second, employee contributions to the Municipal or College Pension Plan in respect of 1986 service are fully deductible rather than being deductible up to a \$3,500. maximum. In the past, if an employee contributed \$3,600. to the College Plan, only \$3,500. was tax deductible.

In summary, little or no change to RRSPs is taking place for the 1986 taxation year for those in either the Municipal or College Pension Plan. Employees not participating in the Municipal or College Plan have a higher upper limit, depending upon earnings.

In 1987 the limits will be the same as in 1986. The increased limit to \$9,500. for those not participating in the Municipal or College Plan as announced in May of 1985 has now been withdrawn; the limit remains \$7,500. for 1987.

Beginning in 1988, the calculations become more complex. The May 1985 Budget proposed a uniform limit of \$2,000. in RRSP contributions for employees who are members of the Municipal or College Pension Plan. This approach will be replaced by a limit which varies with the benefit rate of your pension plan. The limit in respect of a given year will be:

Eighteen percent (18%) of earned income
(to the dollar maximum in the year),
less: pension adjustment.

For an employee in a two percent (2%) defined benefit plan where the benefits are integrated with benefits under the Canada Pension Plan, which the Municipal and College Plans are, the RRSP contribution limit for the year will be approximately \$2,000. as proposed in the May 1985 Budget.

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New RRSP Rules

To reduce the complexity associated with an RRSP limit that depends upon earnings and pension benefits, Revenue Canada will calculate each taxpayer's contribution limit each year and advise the taxpayer of this figure by means of a special notice towards the end of the year.

You will receive a notice in late 1987 explaining how much you can contribute to an RRSP in 1988. The calculation for those in either the Municipal or College Plan or in no plan at all will look something like the following:

	In College or Municipal Pension Plan =====	Not in any Pension Plan =====
1. Earned Income in 1987	35,000.	35,000.
2. 18% of Earned Income	6,300.	6,300.
3. Lesser of (2) and \$9,500. (maximum RRSP for 1988)	6,300.	6,300.
4. Less: Pension Adjustment (assumed values)	<u>-4,400.</u>	<u>0</u>
5. Allowable RRSP Contribution:	<u>1,900.</u> =====	<u>6,300.</u> =====

If you have any specific questions, please call and I'll try to explain.

The Other Thing

For those of you who have managed to stay awake after reading about RRSPs, a quick note. A change in the Collective Agreement regarding increments (you must accrue 12 months of seniority to be eligible for increment) caused us to use an incorrect increment date for 12 staff people. Those people should be getting an extra bonus on their cheque shortly. Julie Williams in Chilliwack brought this to our attention; Julie now has 11 more friends!

Barry Bompas

Current Disputes

The FSA has arranged with the B.C. Federation of Labour to receive their publication "Current Disputes" that details current strikes, lock-outs, and other disputes in B.C.

We should support our fellow union members in their efforts to obtaining decent contracts.

Without listing each instance of a strike or lock-out, it is interesting that a frequent issue is various attempts to reduce work available for union members:

the International Woodworkers of America with much of the forest industry (contracting out);

CUPE locals with the cities of Penticton, Kelowna, Revelstoke, Keremeos, Oliver, Osoyoos, Summerland, Salmon Arm, Princeton, Logan Lake, and Regional Districts of Columbia/Shuswap, Thompson/Nicola (contracting out);

• Hotel, Restaurant, Culinary & Bartenders' Union with Royal Canadian Legion Branches #4 Chilliwack, #15 Abbotsford, #265 Aldergrove (use of volunteer labour);

Retail Wholesale Union and Slade and Stewart, Ltd., in Vancouver, Kamloops, Terrace, Wholesale Grocery and Produce Warehouses and Operations (use of part-time workers).

Of course, we are not unfamiliar with these problems.

Among the HOT EDICTS are:

GAINERS (alberta and B.C.): all meat products bearing inspection code 18B, brand name SWIFT;

Royal Canadian Legion Branches #4 Chilliwack, #15 Abbotsford, #265 Aldergrove;

PUROLATOR COURIER B.C. (issues are wages, benefits, and union shop).

There are BOYCOTTS on:

GAINERS;

CHILEAN GOODS - look for label on grapes, peaches, plums, pears, raisins, nectarines, lobster, onions, wine;

LETTUCE: Donny, Red Coach, Big Fred, SAS, Big A, Bobby & Andrews;

PROCTOR & GAMBLE - soap products and detergents;

CALIFORNIA TABLE GRAPES;

CONTINENTAL AIRLINES.

There is also a request not to purchase or handle:

any goods originating in South Africa;

SNO BOY fresh fruit and vegetables;

STAND BY canned goods;

SUNSHINE packaged goods.

CRT/VDT Health Problems?

From H-Scoop, a computer newsletter. CRTs are cathode ray tubes; VDTs are video display terminals.

. . . a CRT ALERT newsletter stating that Swedish studies indicated problems with CRT radiation, and the Swedish government was requesting that VDT manufacturers eliminate electrostatic fields and substantially reduce magnetic field radiation from computer terminals. A study was done which indicated that external malformations can be produced in mouse fetuses by VDT-like radiation. In addition, other studies indicated that VDTs may cause reproductive problems.

Another Swedish epidemiological study discovered that VDTs may be a causative factor in four different types of skin rashes. "The present study and our own clinical experience indicate. . . that seborrheic dermatitis, acne and rosacea, and possibly also the provocation of poikiloderma of Civatte. . ." may be caused by CRT/VDT use. The study also mentioned that they have not yet done enough research to determine if the skin problem/CRT link is physical or psychological.

According to a recent report in VDT NEWS, it has been tentatively concluded that there may be a significant link between VDT use and angina, a form of chest pain associated with heart abnormalities. . . "indicate that chest pain was reported twice as frequently by VDT users as by non-users and that the report of chest pain increased with the amount of VDT use."

. . . very many other independent studies have been done which indicate that there was absolutely no damage caused by VDTs, even in pregnant women tested as far as the sixth month.

Sexual Harassment in Academe:

Issues of Power and Coercion

Excerpts from an article by
Nancy Tuana in College
Teaching 33:2.

Sexual harassment within academe has recently been the subject of numerous studies. Such studies indicate that sexual harassment is a problem affecting a—surprisingly high proportion of students, staff, and faculty.

Although the great majority of cases involve male instructors and female students, it is important to state that there are cases of harassment between female instructors and male students, as well as same-sex harassment. . .

. . . I shall employ the victim-based definition compiled by the National Advisory Council on Women's Educational Programs in their report on the sexual harassment of postsecondary students. . .

Academic sexual harassment is the use of authority to emphasize the sexuality or sexual identity of a student in a manner which prevents or impairs that student's full enjoyment of education benefits, climate, or opportunities.

The victims who responded to this survey described five types of activity as sexual harassment.

- General sexist behavior or remarks
- Inappropriate and offensive, but essentially sanction-free sexual advances
- Solicitation of sexual activity or other sex-linked behavior by promise of rewards
- Coercion of sexual activity by threat of punishment, and
- Sexual assaults.

*** *** *** ***

According to the above definition, academic sexual harassment involves the use of the power one has as an authority to engage in sexual actions or sexually related actions which harm or annoy another. . .

The power possessed by an instructor over students in class is the power to evaluate their work, that is, to give them a grade, where such evaluation is based upon criteria which, for the most part, the instructor has designed. The power is accentuated if that instructor is also in the position to make or influence political decisions about that student (whether they are granted an assistantship, recommended for a job, etc.) or is the only instructor who has knowledge of a subject matter in which the student is particularly interested. . .

In addition, faculty members rely on the power of their position to assure their own safety from reprisals. Students believe, unfortunately all too justly, that in such situations it is their word against the instructor's, and they believe that their complaint will not be taken seriously. Too often complaints of sexual harassment filed by students are seen as an attempt to "get back at" an instructor who justly gave them a low grade. In addition, the student is often seen as responsible for the sexual interests of the instructor. . . This opinion is often echoed in studies done on sexual harassment and in the words and attitudes of school administrators. In addition, students often fear reprisals from the faculty members if they do report him or her, and students fear that their complaint will call attention to their sex and away from their merit. . .

In order for an act to be coercive, I am claiming that the victims must be threatened with harm unless they partake in an action they would not do otherwise. At this point it will be helpful to consider whether the intention to harm is relevant. . . The important question is the relevance of the instructor's intention to harm the student if the student does not consent to sexual contact.

I contend that as long as the student has good reason to believe that the instructor may intend harm, the intention to harm is not relevant. Regardless of whether the instructor intends to follow through with the threat, he or she has still threatened the student.

. . . if an instructor makes such a threat, the student knowing that an instructor has the power to carry through with the threat, and having no reason to doubt that they will do so if rebuffed, has been coerced by the instructor if they have sexual contact. Thus the instructor's intention to harm in such a case is irrelevant to the question as to whether or not the student was coerced. Whether or not there is intention to harm may be relevant to the moral gravity of the action of coercion, but such an intention is not a necessary condition for coercion.

*** *** *** ***

The category of coercion or attempted coercion of sexual activity through threat of punishment thus can be seen as forming a continuum of types of situations. At one end of the continuum is the instructor who explicitly threatens to lower a student's grade unless that student permits sexual contact, and intends to do so should the student refuse. The second type of harassment involves an explicit threat without the intention to carry through. If an instructor threatens to lower a student's grade if he or she does not consent to sexual contact, but does not intend to carry through with the threat should the student refuse, such a case of sexual harassment would fall under this category. Third, the threat of harm is implicit, and the instructor intends to carry through with the harm should the student fail to do as desired. In addition, an instructor can implicitly threaten a student while having no intention to harm the student.

What all of the above four types of sexual harassment involving coercion share is that the threat is intended. In each case the instructor intends to threaten the student with certain harm if his or her wishes are refused. I contend that in addition to these four, there is an additional category which constitutes coercion or attempted coercion of sexual activity through threat of punishment. Unlike the other four categories the threat in this case is unintended.

Unintended Threat

It is my contention that if a student has good reason to believe he or she has been threatened by an instructor in order to procure sexual contact because of something that the instructor has said or done, then even if the instructor has not intended the threat, the student has been harassed. The notion of "having good reason to believe" is complex, and I shall not here attempt to outline clear criteria for it, but I believe that I can clarify this notion more fully.

An important point to remember is that faculty members in taking their jobs sign a contract which binds them to a set of obligations. One group of these requirements concerns professional ethics. Many universities. . . have adopted the American Association of University Professors' statement of professional ethics to make these requirements explicit. Concerning the relationship of instructors to their students, the bulletin says the following:

As teachers, professors encourage the free pursuit of learning in their students...they demonstrate respect for students as individuals, and adhere to their proper role as intellectual guide and counselor. They make every reasonable effort to foster honest academic conduct and to assure that the evaluation of students reflects their true

merit...they avoid any exploitation of students for their private advantage, acknowledge significant assistance from them. They protect students' academic freedom.

As an instructor one is then obligated to set up a situation in which students in classes work in an atmosphere promoting intellectual development. It thus follows that instructors have an obligation to do nothing which could be reasonably seen by students as an inhibition to their intellectual development. Hence, the instructor's intention alone is not the only concern. . .

We thus have a fifth type of sexual harassment involving coercion: implicit unintended threat, no intended harm. This category of harassment is the most difficult to deal with since it involves the additional problem of clarifying when it is reasonable to believe that one has been threatened. Still it does not enable us to reject as irrelevant pleas of ignorance in the clear cases...

Sexual harassment involving coercion of sexual activity by threat of punishment thus involves five classes:

- Explicit intended threat, intention to harm
- Explicit intended threat, no intention to harm
- Implicit intended threat, intention to harm
- Implicit intended threat, no intention to harm
- Implicit unintended threat, no intention to harm.

The moral and legal severity of the harassment will depend upon the nature of the action the student is coerced to do, whether harm is in fact intended if the student refuses to comply, the nature of such harm if it is intended, and so on.

* * * * *

Another crucial aspect of the context of this situation [where a higher mark is offered in return for sexual contact] is the volatile nature of sexual feelings in general in this culture. People are often very sensitive about another's response to their requests for sexual contact. People who are rebuffed often attempt to get even. If one combines this aspect of the context with that previously discussed, there is a situation in which it would be reasonable for students to believe that should they deny the instructor sexual access, they will be penalized either through a lower grade or impaired access to the instructor as a resource.

It must be remembered that most students know or have heard of cases in which instructors retaliated against students who refused their sexual advances

by giving them a lower grade than deserved. What this means is that even if the instructor does not intend to threaten the student with harm, the student is likely to see the situation as involving an implicit threat, that is, that they would be worse off if they do not accept the offer than they would have been if the offer had never been made. Given the context of this offer, it is my contention that it is reasonable for the student to believe that such a situation involves an implicit threat of harm should he or she refuse to do as the instructor desires.

. . . Given the obligations of an instructor to encourage an atmosphere of intellectual development and freedom, such an action involves a violation of their commitments to that student. . . The student may come to believe that other instructors were not judging them according to their merit, but rather because of that instructor's sexual interest. Furthermore, such an action may make the student fearful and distrustful of faculty members in general. They may avoid one-on-one learning situations, visits during office hours, and so on, with their instructors in order to avoid being again confronted with such a situation. In addition, if other students or faculty members become aware of the offer, they may lose their respect for that student, believing that the student procures some of their grades through offers of sexual contact. This would then set up an atmosphere where others do not respect that student's abilities and merit.

Inappropriate and Offensive, But Essentially "Sanction-Free" Sexual Advances

This category of academic sexual harassment is designed to refer to cases of solicitation of sexual contact not accompanied by threats of harm nor promises of rewards. Given my previous analysis, it should be clear that I will deny such cases are in fact "sanction-free." . . .

It is not necessary for an instructor explicitly to state that a student's grades will be lowered if he or she does not comply. The fact that the instructor does have the power to evaluate that student according to his own criteria, combined with knowledge that those who are rebuffed in their sexual advances often retaliate, is sufficient reason for the student to believe that there is an implicit threat involved in the action. Even if the instructor does not intend such a threat, we still have a case of coercion involving an unintended implicit threat, for this is indeed a case where it would be reasonable to perceive a threat...

What is very important to make clear, is that even if the instructor does not intend to be threatening to the student, or intend harm, the student is being harmed because of the impairment of full

enjoyment of education benefits, climate, and opportunities. Since instructors have an obligation to work to provide an atmosphere which allows for such enjoyment, their lack of intention to harm is not sufficient to excuse them from responsibility. Being aware of the power dynamics between students and instructors, they should know better than to think that they can make a sexual advance to a student in their class or to a student about whom they are making academic decisions which would indeed be perceived by the student as being sanction-free.

I will let the victims speak for themselves of the perceived sanctions of these so called "sanction-free sexual advances":

I want to be specific in saying that I was not sexually harassed in the way that my instructor ever implied that my grade would be affected if I didn't go out with him or if I didn't sleep with him. In my case, because my instructor made it clear that he wanted to have sex with me and go out otherwise, I felt intimidated and worried about my grade. I also felt self-conscious in his class and wished I didn't have to go. He was being open about his feelings but because he was my instructor and I felt intimidated and uncomfortable with his persistence, I also felt sexually harassed.

I was sexually harassed by two instructors. Although my grades were not altered due to my refusal, it made me very uncomfortable in the classroom. Because of my discomfort I was often unable to fully concentrate on the material being presented. In this regard [my answer to the question "have you ever had a grade lowered because of sexual harassment?"] could be a yes.

. . . Such subtle forms of coercion have been acknowledged by the University of California, Santa Cruz, in its faculty code of conduct:

...persons in positions of power/authority/control over others should be aware of and sensitive to problems which may arise from those relationships which are apparently mutual. Given the pervasiveness and depth of sexism in both men and women, such relationships often involve dynamics which extend far beyond simple mutual attraction. Thus, individuals are urged to examine such relationships before engaging in them, especially in terms of emotional health, self-esteem, and respect for the independence of the persons involved.

Given the strength of the temptation to use one's power to obtain what one desires, the frequency of self-deception, and the complexity of consent in a situation where one person has far less power than the other, and given that it is an instructor's obligation to provide a healthy learning environment for all of the students in his or her class, I agree with the Massachusetts Institute of Technology statement concerning such relationships:

It is presumably not the intention of the Institute to interfere with the course of true love, but it is appropriate to consider that a faculty member or teaching assistant who has a supervisory or educational responsibility for an employee, other faculty member, or student should divest himself or herself of that responsibility if a personal involvement develops between two people. (My emphasis)

General Sexist Behavior or Remarks

Last year I went to see a professor about signing up for an independent study project. When he invited me into his office, and in the presence of another professor, he greeted me at the door saying something to the effect of "Well, well, what can I do for you?" After I told him that I wanted to take an independent study, and after he told me that I could not have it, he tried to get me to sign up for a class that he was teaching. Throughout this time, he was looking me up and down while making stops between runs. His colleague was so embarrassed that he kept his eyes on the floor.

One physics professor gave his students a lecture on the effects of outer space on humans. His example consisted of crude drawings of a shapely woman supine in a vessel; the effects of vacuum were demonstrated by changes in the size of her "boobs." This man - a "mature" adult - told the story with all of the sniggering, head-hanging, and red-facedness I might have expected from an adolescent.

This final category is probably the most controversial case of academic sexual harassment. One might argue that such cases are sexist and involve stereotyping, but are not situations in which students are being sexually harassed. In opposition to this objection, I will argue that it is, in large part, the inherent sexual context of such cases which is damaging to the student. I will show that such statements and actions emphasize the sexuality of students, often in ways which are coercive, and thereby impair students' full enjoyment of educational benefits, climate, and

opportunities. In other words, such cases involve sexual harassment.

If we consider the first described case, it should now be clear to the reader that in such a situation a student could be justified in perceiving an implicit threat. In ogling the student, the instructor sets up a situation charged with sexuality. The student will feel coerced into allowing the instructor to treat her in such a manner. She knows that a complaint in such a situation could result in the "fragile sexual ego" of the instructor being damaged and thus leading to retaliations on his part in the form of lowered grades, lost positions, damaging evaluations, and/or malicious gossip. Hence, the educational rights of the student are at stake.

Consider also the personal effect on the student in the independent study situation. She was, we can assume, interested in a particular area of study and was looking forward to a semester of work devoted to the topic. Once she became aware that the instructor she had hoped to work with was ogling her, her excitement about the project was diminished. She could pretend not to notice his stare, but she could not ignore it. . .

The stare turned her into a sexual object. She was once again subjected to the stereotype of women as sexual beings, a stereotype which is tied to women being in a subordinate and vulnerable position to men in our society. This instructor's action maintained this woman's position of subordination by adversely affecting her sense of self-worth.

Given this analysis, it should be clear that cases of sexist behavior or remarks similar to the independent study case do involve sexual harassment. Such a situation could reasonably be perceived by a student as involving an implicit threat of harm should they attempt to stop the instructor from, for example, visually undressing them. In the above case, the instructor used his authority to emphasize the sexuality of the student in a manner which was both annoying and coercive. Such actions do harm students by impairing their full enjoyment of educational benefits. I thus contend that these situations are similar to cases of sexual harassment involving implicit, and perhaps unintended, coercion.

Situations like that with the crude drawings of a woman are cases of sexual harassment which do not involve coercion. Although no student is coerced or compelled, the instructor in this case is emphasizing the sexual identity of the women students in that class in such a way as to cause them harm. The woman in this class will feel self-conscious and uncomfortable. They are being belittled. The instructor is not talking to them, but to the men in the class. In such a case the instructor attempts to bond with the men through

voyeuristic laughter which is at the expense of the women in the class. This causes the women to feel demeaned and excluded. They will feel "other."

Seen in this way, it should be clear that actions such as this are annoying to students and create unacceptable classroom climate. Such attitudes and remarks tie into a whole social context about women, where a woman's rational abilities are inferior to those of men and where her merits are to be measured in terms of her sexual attractiveness and compliance and not upon her skills or class performance. It is a social context in which women are seen as being successful by sexually purchasing grades or positions.

All students have a right to study in an atmosphere free of such discriminatory intimidation, derogatory attitudes, and sexual objectification. They have a right to be treated as inquiring human beings. Understood within the current social context concerning sexuality, the dynamics of sexism, and the powerlessness of students to stop unwanted actions of their instructors, it should be clear that such actions cause students harm by emphasizing their sexual identity. Thus situations like this one must also be classified as involving sexual harassment.

General Conclusions

- Most cases of academic sexual harassment involve coercion. With the possible exception of the last case involving sexist comments, all of the various categories involve actions in which the social context and the instructor's superior power position resulted, either explicitly or implicitly, unintentionally or intentionally, in a threatening situation for the student, i.e., there was coercion or attempted coercion.

- Sexual harassment can occur even in situations in which the instructor has no intention of threatening the student. Given an instructor's obligations to students, if it was reasonable for the student to perceive a threat, then the instructor is morally responsible for the sexual harassment even though he or she did not intend it.

- Sexual relationships between instructors and students in their classes or students they are academically evaluating are questionable at best. Given power dynamics and the complexity of sexual relations, I would advise instructors to refrain from developing a relationship beyond that of teacher/student until they no longer have an educational or supervisory responsibility for the student.

- Certain acts of sexual harassment are much less visible than others and because of this are more easily overlooked, even by a conscientious instructor. Because of this, it is important for

educational institutions to inform both students and faculty of the various manifestations of academic sexual harassment.

- All of the above discussed categories list types of actions which have a negative impact upon the educational environment of the students so involved.

Practical Suggestions for Institutions of Higher Education

I contend that institutions of higher education have a moral obligation to work to eradicate academic sexual harassment. Such institutions grant their faculty power to evaluate students' academic work and to do so according to standards of their own choosing. Given this the university has an obligation to make clear that evaluation on the basis of sexual favors is an inappropriate basis for evaluation and to enforce this policy. Such a code of conduct should be made clear to all faculty and students. If there is no code of conduct, a committee should be established to develop one. Such committees should include students, faculty, and administrators. This code should include a definition of sexual harassment, discussions of the various types of sexual harassment, and grievance procedures. Publication of such a code in student and faculty handbooks, class schedules, and student newspapers will inform a large number of people.

As an additional vehicle for awareness of sexual harassment, the institution can organize or be supportive of seminars or brown bag lunches in which the meaning and effects of sexual harassment are discussed and the procedures for filing a complaint are made clear. Institutions can encourage students to report incidents of sexual harassment and to confront teachers by creating and maintaining an atmosphere where such complaints will be justly treated.

A Little Labour History

1970-79

Canada's public sector employees became one of the most dynamic parts of the labour movement as they began organizing on an unprecedented scale in the 1960s and 1970s. During this time of economic growth and social change, the range of government services and the number of workers increased dramatically.

The Vancouver Municipal and Regional Employees Union, officially became a union in 1970, representing a broad range of public sector employees. The Canadian Union of Public Employees represented other civic workers. With the NDP in power, the B.C. Government Employees Union was finally certified in 1974. Today, four of B.C.'s five largest unions comprise public sector employees.

In the early 1970s, major employers and politicians decided that profits were being threatened by strong unions bargaining effectively for wage increases. The Liberal government introduced wage controls in 1975, masking its policies as an anti-inflation program. Organized labour responded with a series of actions culminating in the Canadian Labour Congress organized Day of Protest on October 14, 1976, in which a million Canadian workers walked off their jobs.

November 1, 1983: 80,000 members of BCGEU walk out across the province.

November 6, 1901: International Brotherhood of Electrical Workers #213 receive a charter.

November 8, 1983: Teachers, education workers join BCGEU in walkout to protest Social Credit government actions.

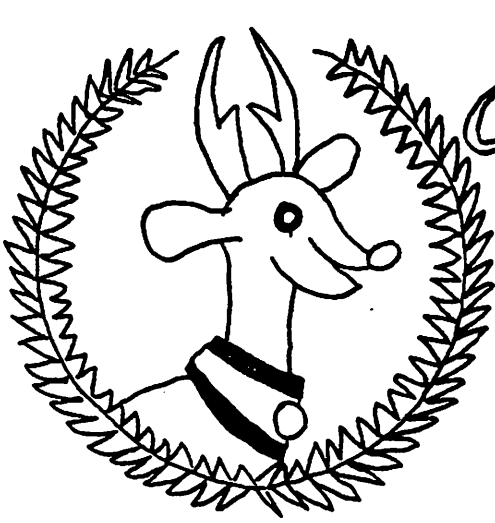
November 10, 1983: Crown agency workers join education workers, BCGEU in walk out.

November 13, 1983: Solidarity walkouts stop short of general strike with Kelowna Accord.

November 21, 1899: Vancouver Trades and Labour Congress formed.

November 26, 1902: BC Tel workers strike for better wages, sick leave.

- from Centennial Labour History Calendar



Merry Christmas



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FRASER VALLEY COLLEGE
XMAS DINNER & DANCE
PARTY!

PLACE - McCallam Activity Centre

DATE - Sat. December 6th 1986

TIME - HAPPY HOUR 6 - 7 p.m.

DINNER 7 p.m.

DANCING 9 - 1 a.m.

COST - \$10.00 per person

Drink Tickets - \$1.50

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